DOCUMENT RESUME

ED 087 885 CE 000 976

AUTHOR	Beasley, Mary Catherine
TITLE	Soul City Expanded--An Experimental Demonstration Project for Adult Involvement. Final Report.
INSTITUTION	Alabama Univ., University. Div. of Continuing Education.
SPONS AGENCY	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
PUB DATE	Oct 72
GRANT	OEG-0-71-4393(324)
NOTE	100p.
EDRS PRICE	MF-$0.75 HC-$4.20
DESCRIPTORS	*Adult Basic Education; *Behavioral Objectives; *Disadvantaged Groups; Educational Objectives; Educational Programs; *Educational Strategies; Homemaking Skills; *Program Descriptions; Program Effectiveness

ABSTRACT

The University of Alabama successfully used the improvement of homemaking skills among disadvantaged families in an inner-city poverty pocket as a focus for a multidisciplinary approach to a three-year adult basic education (ABE) program when traditional ABE programs were rejected. The stated program goals were: (1) use the interest in improving homemaking skills to stimulate more responsible citizenship and to encourage individual participation in adult basic education programs; (2) develop models for the aggressive method of achieving individual involvement to motivate program participants toward responsible social and vocational goals; (3) reinforce community members in their daily lives; (4) help them be aware of the sources of help; (5) reach the inner-city's most underprivileged adults; (6) enable the residents to vocalize their need for adult education; and (7) aid the homemakers in seeking new avenues of involvement with outside resources in the solution of their problems. Progress was made by dealing with the residents of Soul City on an individual basis using the city's Living-Learning Center as the focus for making the services of Federal, State, and local government agencies available together with those provided by the Univeristy and community volunteers. Various individual and group strategies were employed in increasing ABE impact. (AG)

ED 087885

Soul City Expanded Report

October 1972

SOUL CITY EXPANDED - AN EXPERIMENTAL DEMONSTRATION PROJECT FOR ADULT INVOLVEMENT

Volume VI - Final Report

Continuing Education in Home Economics
The University of Alabama
Tuscaloosa, Alabama

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Funded under the
Adult Education Act of 1966, as amended,
through the Division of Adult Education,
United States Office of Education
Department of Health, Education, and Welfare

OE 000 976

EVALUATION AND FINAL REPORT

for

SOUL CITY EXPANDED--AN EXPERIMENTAL DEMONSTRATION PROJECT FOR ADULT INVOLVEMENT

Funded under the Adult Education Act of 1966, as amended,
through Grant Number OEG-0-71-4393(324)
for the period July 1, 1971 through June 30, 1972

Submitted to:

Division of Adult Education
United States Office of Education
Department of Health, Education, and Welfare

By

THE UNIVERSITY OF ALABAMA
University, Alabama 35486

Mrs. Mary Catherine Beasley, Project Director
October 1972

PREFACE

During the past three years Continuing Education in Home Economics at The University of Alabama has embarked upon an exciting new venture--using the improvement of homemaking skills among disadvantaged families in an inner-city poverty pocket as a focus for a multidisciplinary approach to an adult basic education program. The material presented in this volume is the result of the third year of operation in this venture.

The Soul City Expanded Project enabled professionals from several disciplines; students at the University; federal, state, and local agencies; and volunteers to bring fresh perspectives to the methods of and goals for Adult Basic Education efforts. The ideas and suggestions contained in this and other publications of the Soul City Expanded Project should be of valuable assistance to those working to provide the best possible programs for the Nation's undereducated adults. They do not attempt to provide all the answers or to lay down a set of inflexible rules; however, they should stimulate and challenge those who read them.

From its inception this project has been characterized by the devoted and untiring cooperation of a large number of individuals. It is impossible to acknowledge adequately all those who have contributed in some measure to its launching and development. It has been nurtured by University, state, and local groups and individuals in a wide variety of ways. Their common bond has been the recognition of a human need. To all these people we would like to express our sincere appreciation and to acknowledge their many contributions.

Mary Catherine Beasley, D. Ed.
Project Director and
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INTRODUCTION

This volume is a result of the Adult Basic Education project begun June 1, 1969, and continued through June 30, 1972 in the pocket of poverty known as Soul City, a ghetto area of Tuscaloosa, Alabama. The ultimate objective was to interrupt a cycle of poverty through the achievement of a functioning literacy by the illiterate, underprivileged residents. The approach was to provide a purpose for learning by demonstrating practical solutions to some of the problems which frequently accompany but need not necessarily be inherent in the condition of poverty.

The main thrust of the project was the pooling of the services of several agencies of the Federal, State, and local governments, the resources of the University of Alabama, and the services of volunteers from the community at large. This continued emphasis on the coordination of the home economics program with that of other agencies and civic groups made it possible to deal with the far-reaching problems in a concerted, progressive manner.

At the outset of the program the focal point was to find ways to motivate the adult female in the inner-city

toward the acquisition of basic education goals leading to improvement of living conditions for herself and her family. This was to be accomplished through the teaching of home-making skills involving her immediate concerns: food, clothing, and shelter for her family and the management of available resources to satisfy these necessities. Added goals were to provide opportunities for personal development and a feeling of self-worth for every individual making up the family unit. While it is typical for the adult black female to act as head of the household, there was some success in the Soul City Project in involving the adult male. The children are expected to be the greatest benefactors of all. with better nutrition, better grooming, better family relations, and the socializing effects of group activities.

The initial conception of a group approach combined with individual contacts and individualized instruction, as needed and desired, proved to be effective. Gratifying results were realized in certain goals. See pages 12 through 76. One of the most encouraging gains was the emergence of leadership qualities in some of the residents. The introduction of a team approach, involving home economists, social workers, nurses, and Adult Basic Education teachers has strengthened this aspect.

Four progress reports sent in this year to the United States Office of Education's Division of Adult Education have presented detailed information as to what has been done at the Soul City Expanded Community Living-Learning Center and in the Satellite Programs at Hay Court, Rosedale, and Grace Street. It now seems appropriate to emphasize how progress was made, to evaluate the techniques and methods used, and thus view the project's efforts in accomplishing these general objectives:

1. Use the expressed interest of homemakers in improving homemaking skills to stimulate more responsible citizenship and to encourage individual participation in adult basic education programs.
2. Develop models for the aggressive method of achieving individual involvement to motivate program participants toward responsible social and vocational goals.
3. Reinforce the community members in their daily lives and help them become more productive members of society.
4. Create an awareness of the sources of help

available to them and an interest in and development of leadership which would enable them to continue the community center program.

5. Reach, on an adult level, the inner-city's most underprivileged socio-economic class.
6. Enable the residents to vocalize their need for adult education.
7. Aid the homemakers in seeking new avenues of involvement with outside resources in the solution of their problems.

PROJECT PROCEDURE

The major portion of the project was conducted in the Soul City Expanded Community Living-Learning Center located in the Belcher's Quarter area of Tuscaloosa, Alabama. This more "natural" setting of the Community Living-Learning Center provided the participant with opportunities to view herself as a capable learner. She could see that illness, boredom, and isolation at home may be less satisfying than activity, paid work, and socializing with others. Through activities at the Center she could develop some pride and self-respect which is preliminary to behavioral change. She could also begin to see that adult independence is better than child-like dependence.

In the Living-Learning Center, informally often and formally occasionally, the participant could receive the kind of clarification, assurance, and reassurance she required from time to time, as well as opportunities to understand her feelings of hurt and anguish. With greater involvement in the Community Living-Learning Center program the occasions for frustration became less frequent and less necessary as she began to feel more comfortable, more

self-respecting, and more self-confident.

Experiences at the Community Living-Learning Center were structured around immediate, concrete reality problems and/or concerns in the areas of education, child rearing patterns, social acceptability, homemaking skills, employability, and health. Social functions and planned recreation at the Community Living-Learning Center served to introduce some residents to the program and services available through the Center. They further served to stimulate interest in the instructional program. Individualized instruction was carried out in the home when requested, as well as in the Community Living-Learning Center because this provided additional opportunities to adapt teaching methods and content to meet the needs and interests of each homemaker.

All teaching at the Center was done by teachers who were certified by the State Department of Education or by students from The University of Alabama supervised by certified teachers. Two Adult Basic Education teachers were supplied to the program by the State Department of Education through the Tuscaloosa City Board of Education.

Considerable emphasis was given to the development and use of teaching aids and low reading level materials.

Some experimentation was carried out in the development of an educational game entitled ACHIEVE. (A copy of this game accompanies this report to the project officer in Washington.)

The Intervention Strategy Framework was further developed as a guide to producing programs which would effect behavioral changes in the participants. In addition to the four major concerns of education, child rearing patterns, social acceptability, and improved homemaking skills, a fifth concern, employability, received attention this year. The "framework" follows.

Intervention Strategy Framework

Individual and group strategies to be employed in working on five major concerns are presented as the plan for instructional activities in the Soul City project.

Concern: Education

Individual Strategies	Group Strategies
Center instruction around individual interests and needs	Promote flexible approach
Home visits by staff members to encourage and to recruit	Use concrete rather than abstract
Provide educational activities at home for those who prefer	Use field trips to acquaint and motivate
	Continue the team approach to a total family education program
	Base group instruction on stated needs
	Offer supportive services to families

Concern: Child Reading Patterns

Individual Strategies	Group Strategies
Promote discussions about child-parent relationships	Offer a wide range of parent-guided experiences at the Center
Listen for problems	Offer enrichment programs for adults sponsored by the Center
Determine parental aspirations for themselves and their children	Have a skilled discussion leader lead group meetings in talking about subjects of importance to parents
Assist parents in converting these aspirations to positive, realistic short and long-term goals	Teach parents to use behavior modification on their children
Suggest tasks that are appropriate for each stage of the goal and help prepare for later stages	
Demonstrate hand games, tasks, rhymes, songs and stories that can be used by the mothers with their children	

Concern: Improved Homemaking Skills

Individual Strategies	Group Strategies
Provide individualized instruction in all subject matter areas upon request at the Center or in the home	Establish classes in the various subject matter areas as the need arises
Encourage homemakers to come to the Center and work on an individual interest and need basis	Offer reward for accomplishments
Make interest and resource centers available in the Center for individual use	Identify several group leaders and encourage community participation
	Survey the needs and wants of the residents and organize classes on this basis
	Set up small centers in homes of some families for small groups
	Plan games which help homemakers identify needs, alternatives and resources

Concern: Social Acceptability

Individual Strategies	Group Strategies
Show acceptance of the individual	Plan grooming sessions
Offer honest praise for accomplishments	Schedule adult social occasions often
Stress the worth of the individual and his potential	Encourage goal-setting for personal involvement
	Stress communications skills
	Encourage participation in activities such as PTA
	Provide opportunities for involvement in the program's decision-making

Concern: Employability

Individual Strategies	Group Strategies
Encourage unemployed to take jobs or job training	Stimulate incentives, confidence and pride in the dignity of work
Make available tutors and a place to study	Provide instruction on such practical pointers as how to present oneself to a prospective employer and how to show that one is reliable
Compile a job file for available employment	Make available information on job descriptions, requirements and preparation
Work, on an individual level, with those seeking a job on matters of appearance, qualifications, presenting himself to the interviewer	Provide cooperative crafts program such as quilting and weaving
Make available programmed instruction to improve communication skills	Raise educational levels to meet job requirements through ABE classes
Recognize skills possessed	Try to involve local employers in a cooperative program with the Center

Staff members associated with the project have developed an "exploratory learning technique" which has

proved satisfactory in teaching this group of undereducated adults. It is referred to as the "ELT."

Exploratory Learning Technique

The effective teacher of the adult illiterate understands the feelings of the adult learner, capitalizes on motivations that are meaningful to him, knows when to reinforce by encouragement, and understands and utilizes the social problems of the adult learner and his intellectual processes.

By giving thought to the problem of motivation, the Soul City Expanded staff developed a technique for working with project participants which it has labeled "Exploratory Learning Technique" (ELT).

Adult illiterates cannot be compelled to study; they can only be persuaded and motivated. A person's concept of himself determines most of the activities in which he engages. Adult learning is highly goal-oriented and these goals are rooted in the not-too-distant future.

The basic idea back of the "ELT" is to release the adult from the characteristic conformity-inhibition pattern assimilated from his culture and help him acquire some of the enthusiasm of children who, as learners, exhibit a

seemingly limitless capacity to wonder and question.

The ELT encourages participants in the program to experiment with new approaches to solving problems and offers supportive services to families in the solution to their problems. The aim of the ELT is not only to share factual knowledge but to create new ideas, develop insights, and bring about greater understanding. The teacher becomes a "discussion leader" who helps stimulate, focus, guide, clarify, summarize, and review. As the educational experiences move along, individual members become increasingly important in stimulating, focusing, guiding, clarifying, and participating as paraleaders. The main task is to enable each adult to contribute more and more from his background and growing field of knowledge.

Principle means through which this technique was utilized:

Living-Learning Center
Teaching Home Visits
Teach-Mobile (utilizing advanced college students studying Nutrition, Nursing, Consumer Education, Social Work, and Home Economics Education)
Homemaking Classes
Adult Basic Education (ABE) Classes
Neighborhood Leadership Development (Neighborhood Advisory Council)
Project Advisory Council (State and Local People)
Children's Programs

PROGRAM ACCOMPLISHMENTS

The accomplishments made during the third year of operation are discussed under the broad general objectives of the project. Needless to say it is only possible to give examples under each objective. To give a comprehensive coverage of all that was done under each objective would produce a far too voluminous report.

Objective Number One

1. Use the Expressed Interest of Homemakers in Improving Homemaking Skills to Stimulate More Responsible Citizenship and to Encourage Individual Participation in Adult Basic Education Programs

Since the Soul City Project was moved from Fourteenth Street to Belcher's Quarters in the spring of 1971, creating involvement with the new residents was like beginning a new project. The staff thus canvassed the area to find out what the residents were interested in learning, or rather, what would attract them to the Community Living-Learning Center.

Several ladies expressed an interest in learning to sew. After staff members spent several weeks of visiting in

the homes of these ladies to provide individual instruction, only two ladies enrolled in an evening clothing class. Free door prizes given at the end of the sessions, however, brought many new enrollees. Other women joined after being contacted on their front porches, by telephone, or at their clotheslines by staff members. Some families were reached by their children who participated in the children's program at the Center. Finally the class contained over twenty members.

The small, crowded classroom on a hot summer day was filled with noncommunicative adults who reeked with body odors and the smell of alcohol. Fear, insecurity, and negative attitudes seemed to be common among the group who attended the Center--a house exactly like theirs on the outside but strangely different on the inside. The residents were uncertain of the staff's motives and viewed the Project as a threat to their privacy.

During the clothing sessions, many discussions evolved which allowed staff members to directly and indirectly encourage residents to attend ABE communication skills classes, to plan and participate in social activities, to work with the children in the Center, to vote in local

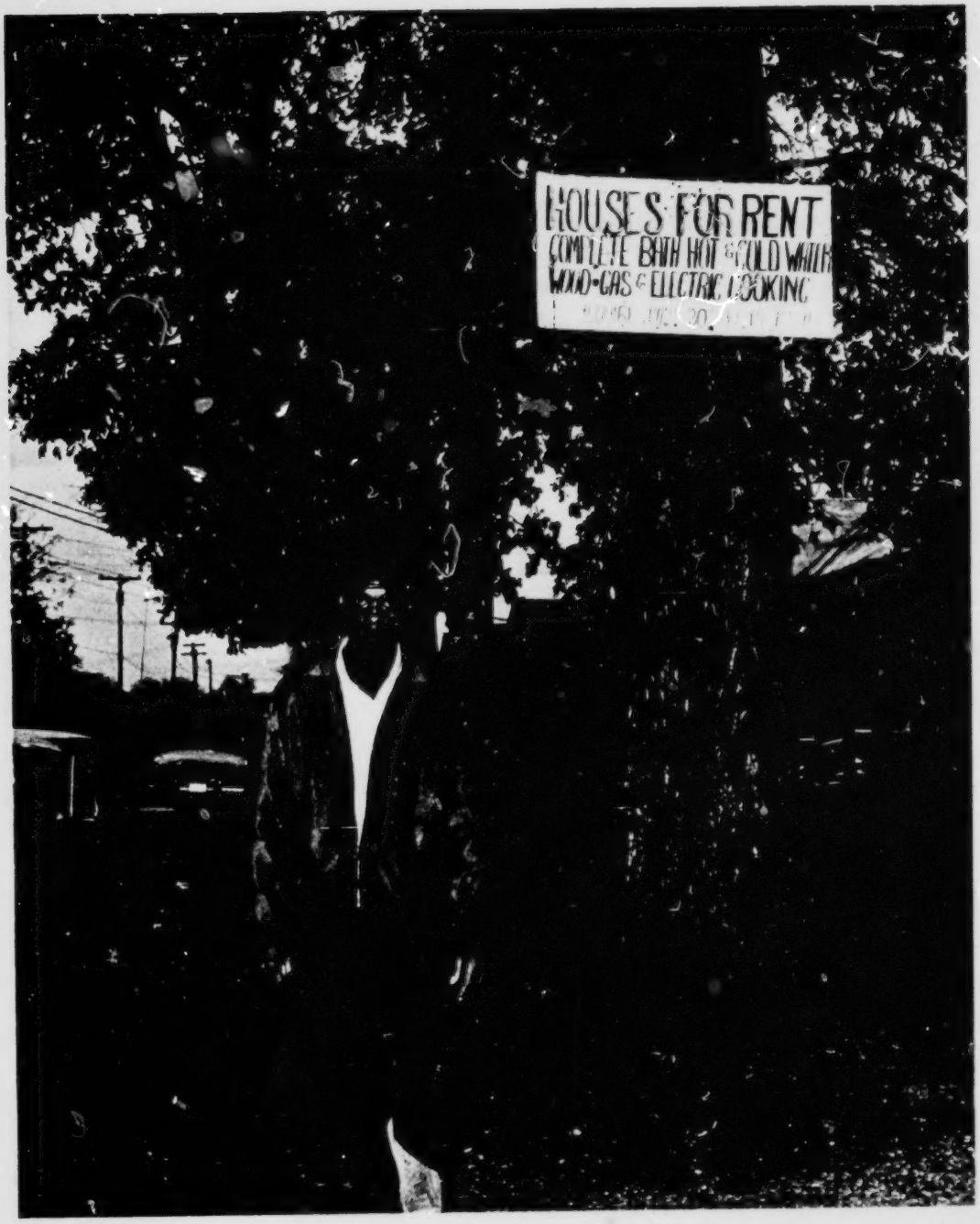

Fig. 1.--Neighborhood in Which the Living-Learning Center Is Located

elections, and to attend local PTA meetings. For example, when one mother complained that her child had been expelled from school because of smoking without permission, the staff member encouraged the woman to visit the school's principal in order to express her interest in her child's education.

Even though the clothing classes proved to be one successful avenue of reaching the homemakers, other avenues needed to be created for those who had other needs and interests.

These avenues were centered on the many problems of daily living which included personal, family, and community problems. By understanding some of the problems of their environment and life situations, they have become increasingly aware of their rights and duties as citizens. Many of the residents have developed an identity within the community; taken part in some of the decisions in the Living-Learning Center; and, consequently, experienced a feeling of self-worth. The acceptance of responsibility in ABE activities in the Center has greatly contributed to individual self-development and ultimately strengthened family life.

Ordinary observation, limited as a method of appraisal, was used by the project staff as a means of

Fig. 2.--Grace Street Sewing Class

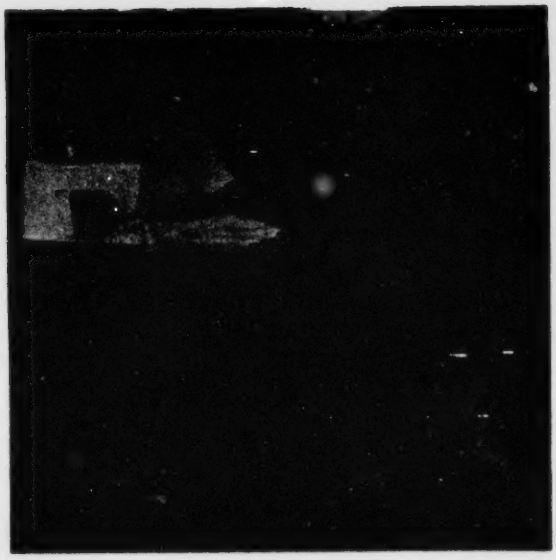

Fig. 3.--Sewing Class in the Living-Learning Center

observing individual progress. For example, Mrs. H., who is the head of the household and the mother of three, was plagued with economic, social, and health problems. A team approach was used in delineating the family problems; intervening and solving some of these immediate problems; and preventing some future problems by providing purposeful learning experiences. Mrs. H. became involved in every adult basic education activity in the Soul City Expanded Project. Since she could not afford household utilities, she found Homemaker's Break an excellent time and place to prepare meals ahead for her family. The project staff used this opportunity to teach nutrition and consumer education as well as decision-making techniques. Mrs. H. decided to buy a pressure cooker in order to save time, energy, and fuel. Many of her financial problems were solved during the individual and group sessions. During other ABF activities she learned to improve herself and her family and make inexpensive accessories for her home.

Mrs. H. was motivated to break some of the bonds that held her family in the inner-city cycle of poverty. By learning some skills involving her immediate concerns she found other avenues to improve the living conditions for her family--such as part-time employment and public housing.

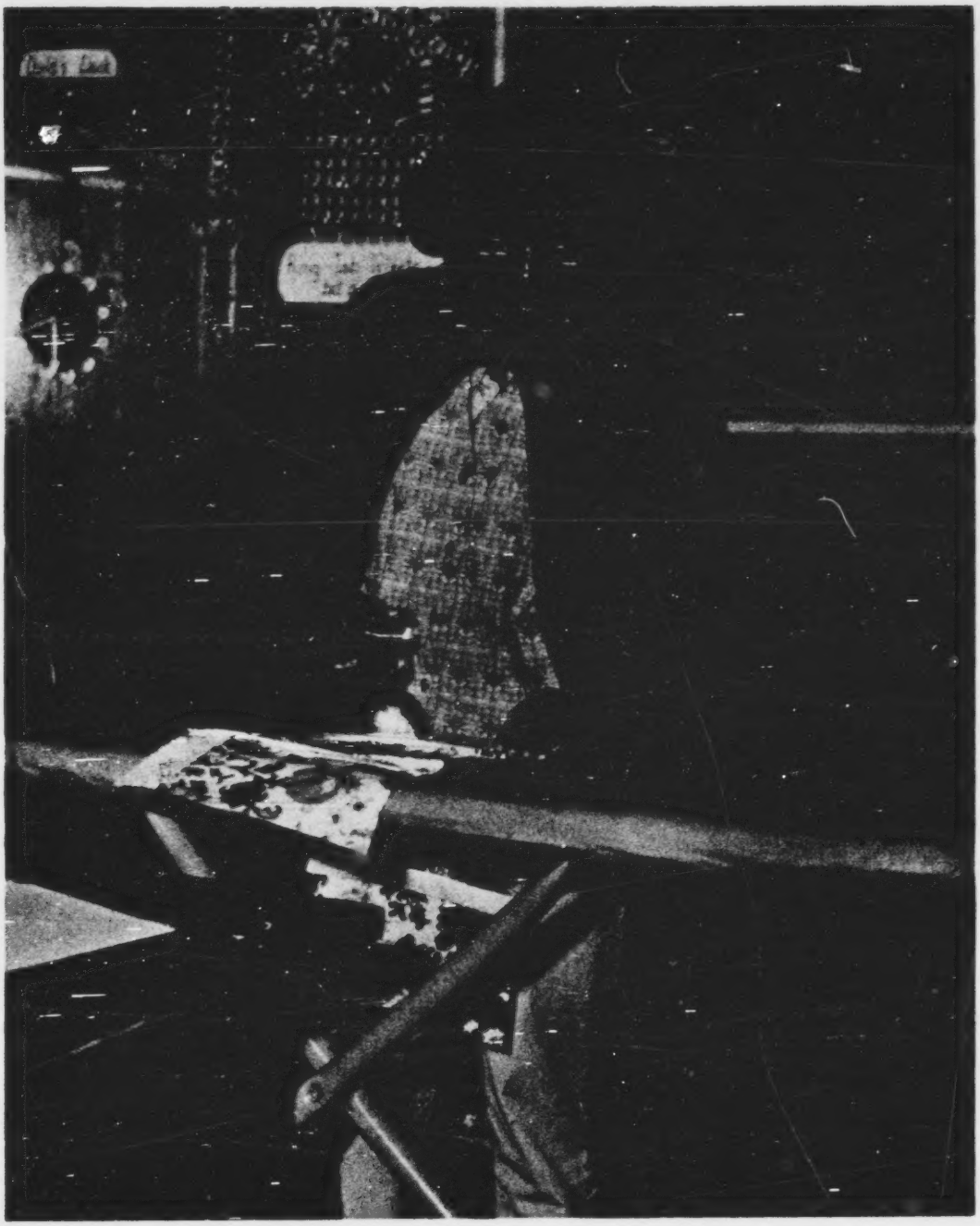

Fig. 4.--Mrs. H.'s Improved Homemaking Skills Encouraged Participation in Adult Basic Education Programs

She has found that resources can be created and allocated to solve problems which were previously accepted as hopeless.

Objective Number Two

2. Develop Models for the Aggressive Method of Achieving Individual Involvement to Motivate Program Participants Toward Responsible Social and Vocational Goals

It was believed that no program would be successful in this type neighborhood without some aggressive technique to reach the people. The staff projected that programs must be interesting; they must be geared to the needs and interests of the people; they must be scheduled at various times of the day and night in order to reach a large number of residents; and they needed to offer some tangible or intangible reward. The project staff and University students found that the most successful programs were those in which the topics were announced in an interesting way--either by displaying attractive posters at the Center and/or by delivering leaflets to each home in the community. In addition to the earlier announcement, participants needed to be reminded about thirty minutes prior to the meeting because many families did not have a clock and did not live by a time schedule.

After reaching the participants, efforts were made to motivate them toward responsible social and vocational goals. For example, one of the participants casually commented in a clothing class that she would like to get a job, but all of the places to which she had applied could not use her because she was too short and stout. This provided an excellent opportunity for the home economics teachers to work with her in the areas of foods and nutrition, personal appearance, and clothing.

Efforts were made to help individuals become more socially acceptable and employable. Field trips and outside speakers, for example, have provided the residents with knowledge of the larger community of Tuscaloosa. Sewing, cooking, housekeeping, and child care techniques were taught to the residents with the understanding that these skills, when well-developed, could serve as a means for supplementing the family income.

The strategic location of the Community Living-Learning Center within this densely populated neighborhood characterized by a high level of apathy, low self-esteem, and undereducated adults, proved to be one of the most aggressive methods of reaching the inner-city underprivileged socio-economic class. The location of the Center in this ghetto

area and the establishment of two Satellite programs facilitated the involvement of all of the former residents of Soul City, current residents in the neighborhoods and families in other neighborhoods who were reached directly or indirectly by the participants. The Community Living-Learning Center and its Satellite areas served as an umbrella for the pooling of services of several agencies of the Federal, State, and local governments; the resources of The University of Alabama and the local community; and the services of volunteers and paraprofessionals within the community.

Locating the Community Living-Learning Center within the community so that it was psychologically and geographically acceptable to the residents, then utilizing a team approach coupled with many individual contacts with the residents, produced resident involvement in the program. Resident involvement in the program created self-esteem, provided for decision-making in the ABE programs, and produced identity within the community. This in turn brought about an improved ABE program. Continuing the spiraling influence the improved ABE program produced improved self-development of the homemaker and more responsible citizenship. The effects continued to expand

creating greater personal and family satisfaction and leading to a better community for all residents.

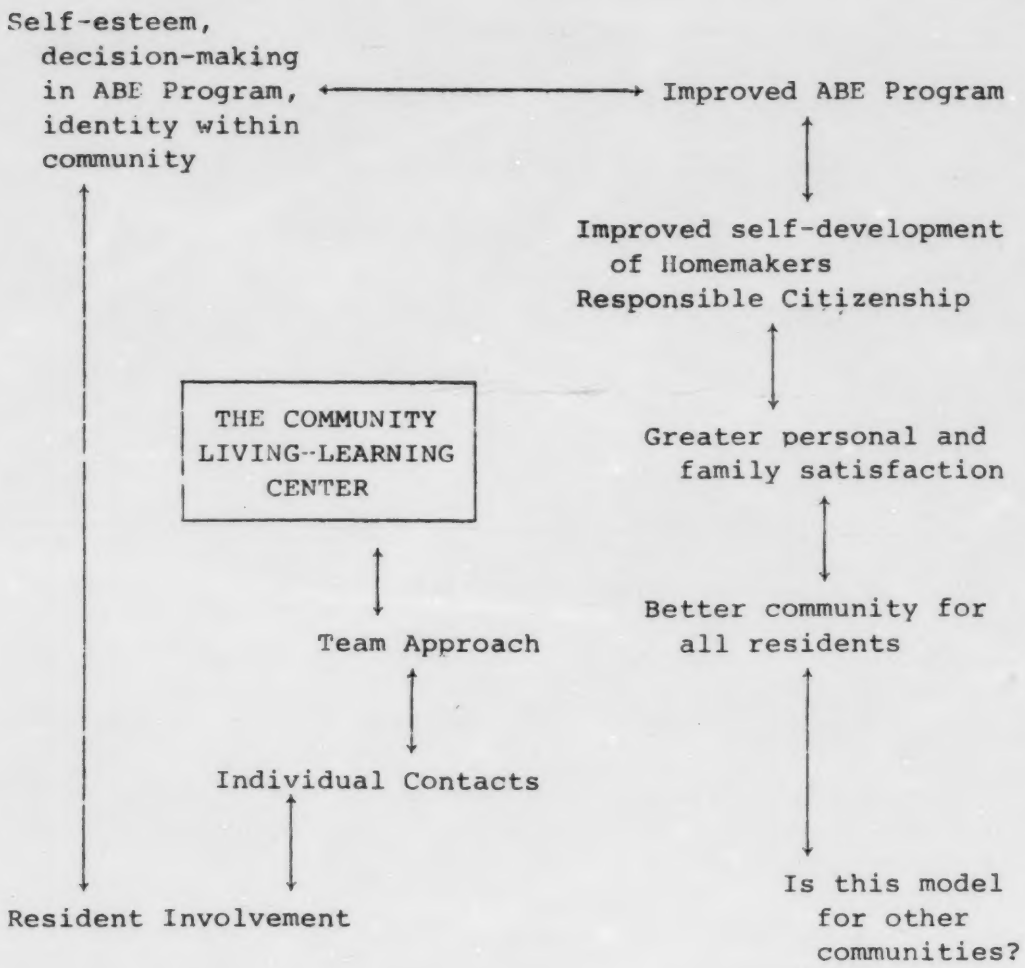
Self-esteem, decision-making in ABE Program, identity within community
Improved ABE Program
Improved self-development of Homemakers Responsible Citizenship
THE COMMUNITY LIVING--LEARNING CENTER
Greater personal and family satisfaction
Team Approach
Better community for all residents
Individual Contacts
Is this model for other communities?
Resident Involvement

Fig. 5.--Strategic Location of Community Living-Learning Center Facilitates Resident Involvement in Program

The Intervention Strategy Framework was developed as a technique for interrupting the cycle of poverty by employing individual and group strategies in five major concerns. (See pages 7 through 9.) The concerns served as a framework for goals to be reached during the year. All members of the project staff, University of Alabama students, and paraprofessionals worked as teams in planning, producing, and evaluating a program designed to produce behavioral changes in the participants. Weekly staff meetings and monthly advisory committee meetings were held in order to plan the various courses of action.

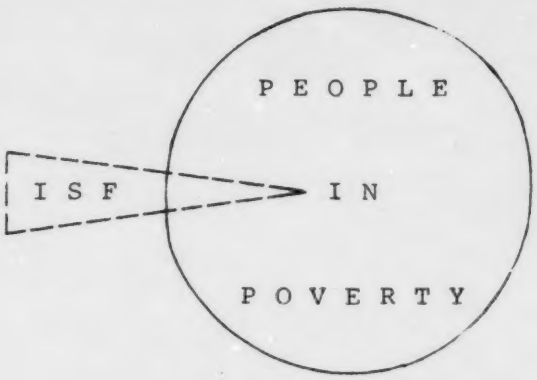

Fig. 6.--Intervention Strategy Framework (ISF) Guided the Staff in Helping Residents Overcome the Cycle of Poverty

A Team Approach, utilizing the disciplines of home economics, social work, education, and health proved to be successful in dealing with the concerns within the ISF (Intervention Strategy Framework). Team members worked both independently and cooperatively in delineating and alleviating problems.

A summary of the problems and progress of one participant during the past three years may provide an insight into the effectiveness of the team approach.

Mr. and Mrs. T. of Tuscaloosa, Alabama had a large family. They had seventeen children, most of whom were independent, and not living at home with their parents by 1968. Only four of their childr remained when Mr. and Mrs. T separated in 1968--Mary, then 17, Joseph, then 14, and William and John, 11-year-old twins. The parents went their separate ways and left Mary to care for her three younger brothers. They moved into a dilapidated three-room dwelling on Fourteenth Street. The father paid the rent and occasionally brought around a bag of groceries.

During the next three years this new "family" faced many crises and Mary became burdened with the responsibility of being a parent to her three younger brothers. She quit school in 1968 to take on these responsibilities and Joseph

quit school during the next year. The family needed some form of income and there was no money for him to go to school. Luckily the twins remained in school. Mary would not let them give up.

Mary attempted to enlist the aid of her parents in raising the boys. Neither would help share the responsibility. She soon gave up asking for help, not only from her parents but from anyone. She became a very passive person. After three years of "mothering" she became a "quiet, little old lady" of 20 years of age. She had a great many anxieties due to her heavy responsibilities and her role conflicts. She wanted to be a "teenager" but had to play "mother role." Joseph floated from job to job during these three years. He did not appear to be aggressive in job hunting or anything else.

As with all of the other residents on Fourteenth Street, this family was having to relocate in the near future as the house was to be torn down. This presented a problem as they had no place to move. Their solution to this problem was to do nothing and become anxious. The longer they did nothing about the relocation problem the more anxious they seemed to become; however, the anxiety did not seem to produce action but passivity. An intervention

into this cycle with this family was made by the social worker initiating a family discussion session one night in their home. The goal of the session was to help the family to arrive at a solution for the problem of the forced relocation. All of the members of the family were present and were prompted to take part in the problem-solving session. After much discussion, a solution was discovered. Mary was to make application for public housing. The family became quite excited about the prospect of living in a new house with a shower. (They had never had a shower before, much less a bathtub.)

During this same family discussion another problem was brought into the open. There was no income for this household other than the bits and pieces received from the father. Mary and her three brothers did not like to be dependent on their father since he had not taken any active role in the family for the past three years. Their previous solution to this problem was to remain passive and to let their anxiety increase. But the spirit of the family discussion gave them a new feeling of being able to influence their life situation. It was decided that Mary would make application for welfare income and food stamps.

A home economist intervened into the cycle by helping Mary realize that some of her personal and family problems could be solved. It was discovered that the members of the family were not receiving an adequate diet. Consequently, the home economist assisted Mary in applying for food stamps as well as planning, shopping, and preparing inexpensive, nutritious meals for the family. After having experienced some relief from the hunger and economic stresses, Mary became more interested in solving some of her other problems. She began participating in the clothing, personal appearance, and consumer education classes in the Community Center and later assumed some leadership in teaching the DOT lessons to children in the community, assisting with the care and up-keep of the Community Center and assisting with a fashion show in another community. Mary also became employed on a part-time basis as a custodial assistant in the Living-Learning Center and a seamstress in the community.

The situation appeared good for this family if they waited for the approval to move into public housing. Then a new crisis occurred. The landlord did not want to wait for this family's approval to move to public housing. He wanted them to get out of his house so that he could tear it down.

de had his workmen enter the house while there was no one at home and rip out the plumbing. Now the family was left with no toilet facilities and no water. The landlord was forcing them to move. This crisis was too much for the family to handle. Again they became passive and anxious. Another family group discussion was held. The goal was to enable them to find a decent place to live. Pressure was applied to the housing authority while a search was made for a home. The authority found a three-bedroom home in one of their new public housing areas and the family moved into their new home the next day. Needless to say, they were all extremely happy with their new situation.

Mary started using her limited resources to make her new home more attractive. She upholstered and refinished furniture, made curtains, and made a dressing table out of apple crates.

Mary and her three brothers are in a new home, but, most important, they are in a new life situation. They have regained their feelings of being able to influence their own lives. Joseph is seriously hunting for a job and plans to return to school in September. The twins are still in school, passing, and meeting new friends in school. Mary has met girls her own age and has developed a new type of

relationship. Much of her role conflict has subsided. She has self-confidence now which has eliminated a lot of her passive reactions.

Fig. 7.--Team Teaching with a Home Economist and a Social Worker in an Arts and Crafts Class for Adults

Fig. 8.--Team Teaching Utilizing Community Leaders and a Home Economist and a Social Worker in Consumer Problems Discussions with Community Residents at Living-Learning Center

Objective Number Three

3. Reinforce the Community Members in Their Daily Lives and Help Them Become More Productive Members of Society

The basis of all programs was the teaching of reading, writing, working with figures, verbal communication, and development of a realistic value system. Efforts were made to help individuals develop a better self-image and realize that they are not second-class citizens.

The project staff realized that certain other needs must be satisfied before the participants could develop self-respect and respect of others. The psychological needs--hunger, thirst, sex; the safety needs--security, protection from physical harm; and the need for love--friendship, affection and acceptance, had to be realized before the individual could develop a significant amount of self-respect. These needs could be identified only by working with individuals and small groups and developing a relationship which was centered entirely on the interest of the participant. Therefore, classes and activities were set up along these lines and many of their specific needs were met. Figures 9 and 10 illustrate two approaches which were utilized.

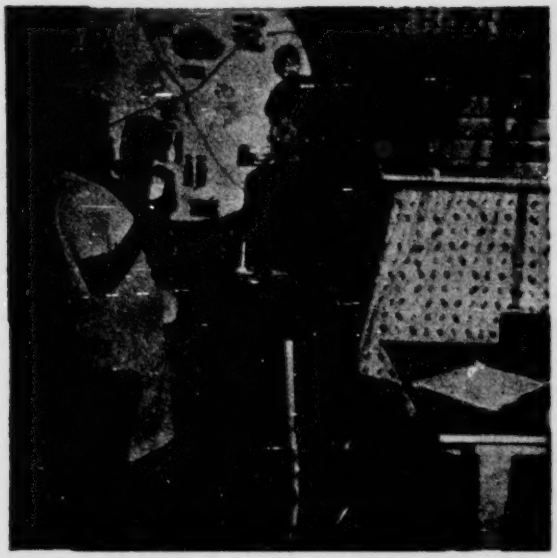

Fig. 9.--A Student Works with a Mother and Her Young Child During Homemakers' Break

Fig. 10.--Another Student Makes Home Visit as a Part of Mother-Baby Class Taught at the Community Living-Learning Center

Foods classes during the Homemakers' Break sessions provided an opportunity to help women add new dishes to the family meals; to prepare shopping lists; to compare prices, quantities, and brands; and how to stretch food stamps.

Home visits allowed staff members to give individual attention to homemakers in housekeeping techniques such as the proper care of large appliances, how to clean walls and floors, how to get rid of water bugs, how to best use storage space, how to make curtains, and how to make garment alterations. Also during home visits, staff members encouraged residents to read stories to their preschool children and help the children learn names of common objects. One deaf mother was encouraged to try to help her two-year-old to talk rather than use sign language. Several mothers were interested in helping their children to learn but were unable to because of their own educational deficiencies.

Arts and crafts classes have aided residents in furnishing their homes--dressing tables, stools, baby beds, and cradles have been made from crates; pictures from crushed glass and crewel embroidery; trash cans from ice cream containers and egg cartons; and canisters from coffee cans.

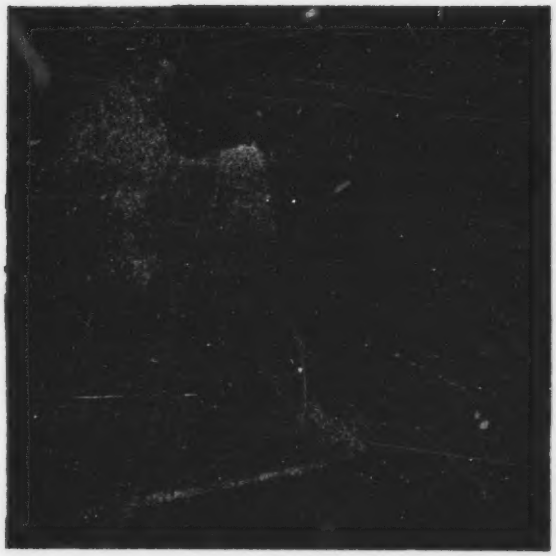

Fig. 11.--Adult Creativity Was Discovered and Cultivated Through the Arts and Crafts Classes

Another source of the reinforcement of the residents has been the Soul City Bulletin, a small four-page paper published by the Project Director's office displayed at the Community Center and distributed to the residents in the area. The Bulletin has provided residents with information on homemaking techniques, community news, articles on famous black people, announcements of Center activities, et cetera.

Consumer education classes at the Center attracted a few members on a regular basis (and others for special topics). Home visits were more helpful in "getting the information across." Some of the topics discussed throughout the year were comparative shopping, budget planning, use

of credit, hazards of door-to-door salesmen, values of lay-away plans opposed to installment buying, and banking benefits.

The other emphases during home visits were good grooming, neatness, and cleanliness. Residents have been helped to understand that their appearance has a definite affect on the public's impression of them.

Adult Basic Education Communication Skills classes have aided residents in their daily lives by teaching them to read, to follow instructions, to tell time, and to write their names. One class helped to compile a book of sewing terms and procedures for easier sewing.

The Mother-Baby sessions were set up to provide teenagers and expectant mothers with information on nutrition, medical care, birth control, and the growth and development of the unborn baby. A series of nine letters, "Letters from Your Unborn Baby," was sent to each expectant mother.[1] Many of the mothers were glad to receive these letters and eagerly tried to read them. A baby book was developed to help the mothers keep a record of the baby's

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[1]Reba J. Davis and Cynthia Theiss, "Letters from Your Unborn Baby," Illinois Teacher, XIV, No. 2 (November-December, 1970), 57-82.

growth, immunizations, and personality changes during the first eighteen months. (One copy of this book accompanies report to Project Officer in Washington, D. C.) During the new baby's first months, a staff member visited the home regularly to take "Pierre the Pelican Letters," developed by the Louisiana Association for Mental Health.[2] These letters, filled with material on the care and guidance of the infant, were discussed and explained to each mother.

One major method of reaching and reinforcing the adult residents has been through the children's program. Because the children have become involved and interested in the Center's activities, they have attracted the parents and kept them informed of the Center's activities. Two special facets of the children's program have been the Girls' 4-H Club and the Boys' Sugar Daddies' Restaurant (formerly called Diet's Our Thing). While the latter group has concentrated on cooking primarily, the former group has incorporated crocheting, sewing, good grooming, home management, public speaking, and parliamentary procedure in their program.

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[2]Loyd W. Rowland, "Pierre the Pelican Letters," Louisiana Society for Mental Health, 1950, Baton Rouge, Louisiana.

Fig. 12.--Serious Moments in ABE Communication Skills Class

Fig. 13.--Sharing Jokes in ABE Communication Skills Class

Table 1 shows the involvement of adult residents in some of the programs and activities in both Belcher's Quarters and Grace Street Satellite Programs. In Belcher's Quarters the enrollment in the communication skills class increased steadily whereas the average monthly attendance fluctuated during the year. Participants in homemaking skills classes also increased steadily during the year. The total attendance of adults involved in these doubled from September to April. The needs and interests of a large number of adult women were met as a result of classes being offered in different subject matter areas in home economics at various months during the year and different times during the day. Adult recreation reached its peak in December and January. The decrease in attendance in the communication skills classes in the Grace Street Satellite Program from October to March was due primarily to the relocation of families. Most homemaking skills classes were not offered regularly in this program. However, clothing classes were held from February through May and the attendance remained stable. Consumer education classes were also held in two other satellite areas: Hay Court and Rosedale Court in November and April.

TABLE 1

INVOLVEMENT OF ADULT RESIDENTS IN PROGRAMS AND ACTIVITIES

Programs and Activities	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.
Belcher's Quarters								
Communication Skills Classes								
Enrollment	10	10	10	14	14	14	14	26
Attendance	10	4	4	8	11	8	8	9
Homemaking Skills Classes[a]								
Consumer Education	--	17	8	--	3	--	17	35
Clothing	22	24	14	12	6	--	--	14
Mother-Baby	--	--	--	--	--	15	17	17
Foods and Nutrition	9	14	16	10	5	12	9	--
Arts and Crafts	--	--	--	--	--	15	18	--
Adult Recreation[b]	5	0	8	45	30	15	8	--
Grace Street Satellite Program								
Communication Skills Classes								
Enrollment	10	10	10	7	11	11	11	11
Attendance	10	5	4	3	4	4	5	11
Homemaking Skills Classes								
Consumer Education	--	10	7	--	7	--	--	--
Clothing	--	--	--	--	--	5	5	5
Mother-Baby	--	--	--	6	--	--	--	--
Foods and Nutrition	--	--	--	--	--	--	9	--

[a]Not all classes were offered continuously.

[b]Incomplete records from University students prevented the presentation of an accurate picture of this phase of the program.

Mr. and Mrs. William Brown are one example of how an entire family was reinforced in its daily life and how, through the total program, it was helped to become more productive. At the onset of the project, Mr. Brown was employed as a member of the grounds crew at The University of Alabama. Mrs. Brown had never held a job. They had seven children. They had lived in the Soul City neighborhood for many years. Mr. Brown expressed bitter feelings about his living conditions and toward his landlord. He said he was living in a "four-room rat-den and rundown house."

Mrs. Brown expressed a sincere desire to provide a better life for her family. She attended classes at the Center and within a few weeks was showing considerable interest in affairs outside her home. Because of her increasing skill in homemaking classes, she was approached about a part-time job at the Center. With much encouragement, she developed into a good worker and became more self-confident. She was further encouraged to apply for a full-time job on The University of Alabama campus in the housekeeping department. She obtained the job and was well-liked and performed well on the job.

The children participated in the children's program

and the youth activities. Their school attendance improved, as well as their grades.

Through his participation in the consumer education program at the Center, Mr. Brown became interested in providing better housing for his family. When the possibility of moving into public housing was discussed with him, he was anxious to have this opportunity for his family. He did not hesitate to take advantage of the opportunity, registered with the Housing Authority, and made plans with his family to move as soon as space was offered. He accepted help from the Center staff in helping him locate and rent a truck. Moving was a cooperative effort of all the family, Center staff members, and University students who worked with the family in helping load furniture and make the move to a new four-bedroom home in a new public housing project. Mr. Brown's leadership helped other families view public housing more receptively.

The Brown family seemed to grow strong and more stable. They placed high value on work, education, religion, et cetera. This family is an example of one which only needed reinforcement through a community project in order to become more productive in society.

Objective Number Four

4. Create an Awareness of the Sources of Help Available to Them and an Interest in and Development of Leadership Which Would Enable Them to Continue the Community Center Programs

Sources of help available to families were emphasized during the time of the specific need. The project staff and volunteer students helped the families identify some of the alternatives available. After some initial steps toward crisis intervention, some of the families became aware of the sources of help available for specific needs. The sources which most families knew how to take the initiative to contact in time of need were: the food stamps program, public health services, public housing, and Social Security.

Even though some progress in the development of leadership was made during the year, it is doubtful that the residents in this particular community would be able to continue the community center program without outside leadership. Figure 14, page 42, depicts a community leader.

According to Maslow's "hierarchy of human needs," some of the residents may have fulfilled (to some extent) the psychological, safety, love and belongingness, and self-esteem needs. This represents much progress in this community.

Fig. 14.--A Community Leader Who Was Often Consulted on Her Front Porch

Any initiative or signs of leadership on the part of the residents should be recognized as showing great strides toward self-actualization or "doing what one can do best."

The Project Staff and primarily the social work members of the team established liaison activities between the community and the Living-Learning Center in an effort to create an awareness of the sources of help as well as the individual's responsibility and attitude toward accepting these services. Every contact which presented a chance to reirforce the residents in their daily living and to help them become more productive members of society was sought.

Some of the liaison activities included:

1. The Teach-Mobile Health Unit--an interdisciplinary approach to solving health problems of the residents. (See Objective 5, page 57, for a description.) This unit helped to establish lines of communication between the residents and the Soul City Project, the Public Health Department, the Vocational Rehabilitation Service, the Food Stamp Office, and private physicians.
2. Planned Parenthood.
3. Department of Pensions and Security.
4. Tuscaloosa Housing Authority.
5. Public and private employment agencies.
6. Tuscaloosa Religious Service.

7. A local Carpenter's Union.

8. The Speech and Hearing Clinic at The University of Alabama.

Additional work was done this year on developing easy-to-read brochures on "where to get help." Three such publications were produced this year. They were titled: How To Get A Birth Certificate, Social Security Can Help You, and Housing. Copies are included with this report to the Project Officer, Adult Education Division, Department of Health, Education, and Welfare, Washington, D. C.

From time to time representatives of the supportive agencies were at the Community Living-Learning Center for programs or to participate in classes. Each such contact which the residents had with these agency representatives increased their awareness of the sources of help and encouraged their use of the agency.

The Neighborhood Advisory Committee provided a few residents with opportunities for leadership. Other leadership opportunities were available in classes, 4-H Club, special programs held at the Community Living-Learning Center, in church groups, in Parent-Teacher groups, and local clubs.

The Girls 4-H Club made a substantial contribution

toward the development of leadership of young women in the community. The club was developed as a means of strengthening family relationships and to help the young women develop better self-concept, skills, and potentials. Figure 15 portrays University of Alabama students working with a 4-H Club member.

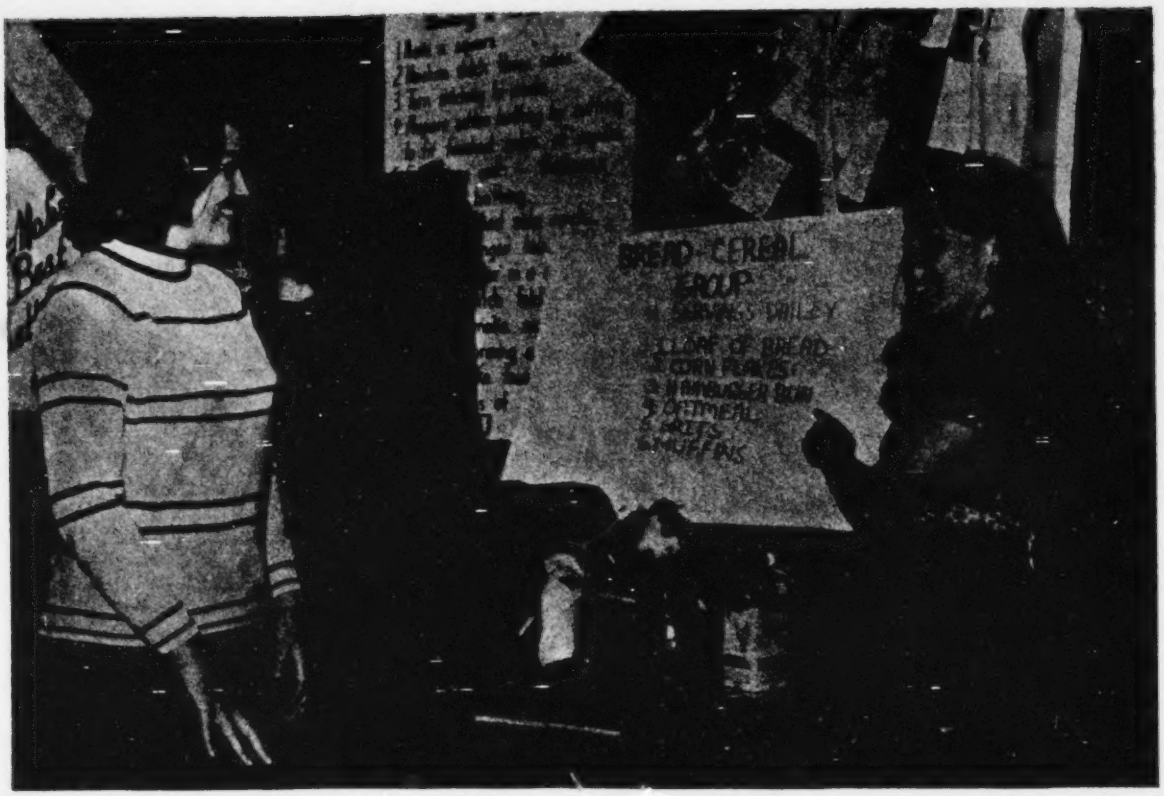

Fig. 15.--The 4-H Club Encouraged Leadership Among Young Women in the Community

The first meeting began as girls were stopped on their way from school and given leaflets inviting them to see a demonstration, learn about 4-H, and enjoy refreshments. From that noisy group came the beginning of an active 4-H girls' club.

The eager efforts of these girls brought them much success as three girls competed in the local dairy foods program--each winning first place in her division. This encouraged the girls to enter the county program. As a result, one of the girls won third place in an exhibit and another won second place in a dairy foods illustrated talk.

Toward the end of the project year, several homemakers started developing leadership qualities. One young homemaker helped organize and supervise a "sleep in" at the Community Living-Learning Center for the teenage girls in the community. She was later employed on The University of Alabama campus.

An older homemaker helped recruit other participants for the community center programs. She learned how to take the necessary steps to secure public housing during the Consumer Education classes. This learning experience proved to be an example for other families who desired better housing.

Two residents appeared on a local educational television program, "Get Down." Most of their comments concerned the value of the Community Living-Learning Center to the residents in Belcher's Quarters.

Many of the young adults participated in a program exemplifying famous black Americans.

Other aggressive methods of achieving individual involvement of program participants included a community enrichment and recreation program for children and adults designed to satisfy social needs.

Sally Jones provides an example of how the awareness of the sources of help available to the program participants through the Soul City Expanded project enabled the person to develop personally and as a leader in the community. Her story follows.

The nine members of Sally Jones's family lived in a small wooden double dwelling in Belcher's Quarters. The family was plagued with economic, social, and health problems. According to the "Soul City Expanded Community Living-Learning Center Participant Information Sheet," the annual gross income was under $3,000. Among the numerous social problems were broken marriages, unwanted pregnancies, and

serious emotional problems of younger brothers. Some members of the family had suffered from tuberculosis, contagious meningitis, and malnutrition.

Sally, 18, was the oldest and most responsible child; consequently, she assumed most of the responsibility of the household chores and caring for younger children in the family. She had to drop out of school after completing the eleventh grade because of pregnancy.

Sally began "looking in" on activities going on at the Living-Learning Center but said she did not have time to participate. She finally joined an evening sewing class stating that she was pregnant and needed to make a couple of dresses. This was the beginning of Sally's unfolding into a beautiful black woman with a vivacious personality. She not only became involved in every Adult Basic Education activity in the Community Living-Learning Center but also discovered and utilized numerous community resources. She enrolled in the Neighborhood Youth Corps for secretarial training; attended Planned Parenthood sessions; applied for food stamps for her family and Aid for Dependent Children for her fatherless child; applied and received immunizations for younger members of the family and tubercular prophylactic

for all members of her family from the Tuscaloosa County Health Department. She became interested in the children's activities in the Community Living-Learning Center and arranged to work with volunteer University of Alabama students to stage a "cook out - sleep-in" for the young girls in the community. She also learned about the Model Day Care Program at The University of Alabama and was successful in enrolling her infant son in this program through the Department of Pensions and Security.

Because of Sally's many activities and evidences of leadership, she was asked to appear in a local television program, "Get Down." During this program she voluntarily discussed the Soul City Community Living-Learning Center and its importance to the people in Belcher's Quarters.

Objective Number Five

5. Reach, on an Adult Level, the Inner-City's Most Underprivileged Socioeconomic Class

Some description of the participants is necessary in order to understand the target population. Much of this information has been condensed into tables to conserve space in this report.

Personal characteristics of the participants varied,

as shown in Tables 2 through 6. Table 2 shows the number and percentage of participants by age and sex in the community. Taking the group as a whole, 50 per cent were in the 16- to 30-year-old age range; 31.25 per cent were in the 30 to 50 age range; and 11.25 per cent were over 50. Not all participants stated their ages.

TABLE 2

NUMBER AND PERCENTAGE OF PARTICIPANTS BY AGE AND SEX

Age	Number			Per Cent
	Male	Female	Total	
16 - 19	1	19	20	25.00
20 - 29	4	16	20	25.00
30 - 39	2	13	15	18.75
40 - 49	1	9	10	12.50
50 - 59	--	4	4	5.00
60 - 69	--	3	3	3.75
70 - 79	--	2	2	2.50
80 - 89	--	--	--	--
Totals[a]	8	66	74	92.50

[a]Six participants, or 7.51 per cent, did not respond to the question on age.

Source of Data: Participant Information Sheets on file in the Office of Continuing Education in Home Economics, The University of Alabama, Tuscaloosa, Alabama.

The marital status of these participants, as reported in interviews, is depicted in Table 3. Three participants did not respond to the question on marital status and not all participants who stated that they were married lived with their spouses.

TABLE 3

NUMBER AND PERCENTAGE OF PARTICIPANTS BY MARITAL STATUS AND SEX

Marital Status	Number			Per Cent
	Male	Female	Total	
Married[a]	5	22	27	33.75
Single	2	27	29	36.25
Widowed	0	7	7	8.75
Divorced	1	4	5	6.25
Separated	0	9	9	11.25
Totals[b]	8	69	77	96.25

[a]Not all participants who stated that they were married lived with their spouses.

[b]Three participants, or 3.75 per cent, did not respond to the question on marital status.

Source of Data: Participant Information Sheets on file in the Office of Continuing Education in Home Economics, The University of Alabama, Tuscaloosa, Alabama.

The number of participants having children, by marital status, is shown in Table 4. Seventy-three per cent of the children are reportedly from homes in which the parents are married or have been married and are not living with their spouses. Twenty-seven per cent are children of unwed mothers.

TABLE 4

NUMBER AND PERCENTAGE OF CHILDREN BY MARITAL STATUS OF PARENTS

Marital Status	Number of Children	Per Cent
Married[a]	84	44.21
Single	52	27.37
Divorced	13	6.84
Widowed	9	4.74
Separated	32	16.84
Totals	190	100.00

[a]Not all participants who stated that they were married had children.

Source of Data: Participant Information Sheets on file in the Office of Continuing Education in Home Economics, The University of Alabama, Tuscaloosa, Alabama.

The number and percentage of participants by educational level and sex are shown in Table 5. Taking the group as a whole, 72.50 per cent stated that they are not high school graduates. Fifteen participants did not respond to the question on educational level.

TABLE 5

NUMBER AND PERCENTAGE OF PARTICIPANTS BY EDUCATIONAL LEVEL AND SEX

Grade Level	Number			Per Cent
	Male	Female	Total	
1 - 3	0	2	2	2.50
4 - 6	0	10	10	12.50
7 - 8	0	9	9	11.25
9 - 11	3	34	37	46.25
High School Graduate	1	6	7	8.75
Totals[a]	4	61	65	81.25

[a]Fifteen participants, or 18.75 per cent, did not respond to the question on educational level.

Source of Data: Participant Information Sheets on file in the Office of Continuing Education in Home Economics, The University of Alabama, Tuscaloosa, Alabama.

The number and percentage of participants by employment status and sex are depicted in Table 6. Thirty per cent of the participants, as reported in the interviews, are employed either part-time or full-time. Fifty-one participants in the adult age range are unemployed. Note that 46 per cent are seeking work. Five participants did not respond to the question on employment status. Forty residents are currently on welfare and two are working and are not receiving welfare checks, as a result of the Project this year.

Belcher's Quarters has been recognized in available statistics and through stated opinions of many of the other disadvantaged adults as an area where some of the greatest problems in Tuscaloosa exist.

Locating the Community Living-Learning Center in the center of the Belcher's community seemed to provide the least amount of threat to the residents. The building was identical to the other homes. The children in the community found the center immediately. "Open House" was held and many adults ventured in for punch and cookies. The project staff soon found that the fact that the residents knew about the Community Living-Learning Center did not mean they would readily participate in the program. Constant effort and genuine concern for individuals was necessary in order to reach these

people. Social events were held in which food was served, games were played, and prizes were given. Gradually, the residents assumed responsibility for providing the food for these occasions. During Black History Week, the young adults planned and presented a program depicting famous black Americans.

TABLE 6

NUMBER AND PERCENTAGE OF PARTICIPANTS BY EMPLOYMENT STATUS AND SEX

Employment Status	Number			Per Cent
	Male	Female	Total	
Works Full-time	4	18	22	27.50
Works Part-time	0	2	2	2.50
Unemployed	4	47	51	63.75
In School	1	3	4 (5.00%)	
Retired	0	5	5 (6.25%)	
Handicapped	0	4	4 (5.00%)	
Seeking Work	2	35	37 (46.25%)	
Other Reasons	1	0	1 (1.25%)	
Totals[a]	8	67	75	93.75

[a]Five participants, or 6.25 per cent, did not respond to the question on employment status.

Source of Data: Participant Information Sheets on file in the Office of Continuing Education in Home Economics, The University of Alabama, Tuscaloosa, Alabama.

Fig. 16.--Covered Dish Suppers Proved to be an Effective Means for Involving Families in the Community

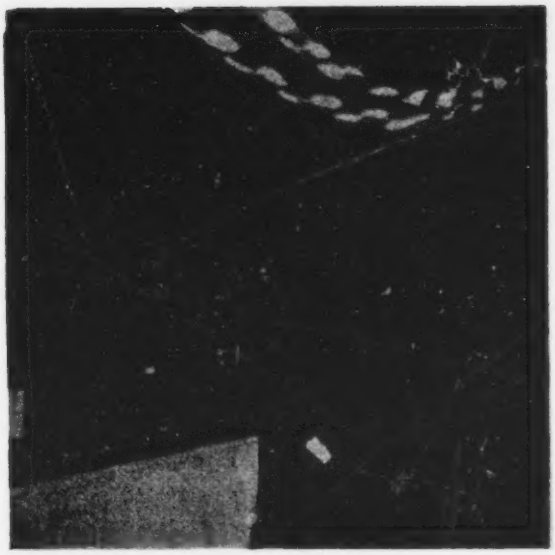

Fig. 17.--Participants Are Shown Assuming Responsibilities During a Christmas Party

One method employed to reach the inner-city's most underprivileged socioeconomic class was the Teach-Mobile Unit utilized in Belcher's Quarters and several housing projects in the city. During the third year, the project staff became concerned about the many health problems and the unavailability of health services. These findings were supported by those published in the 1971 Yearbook of Agriculture; that is:

> In considering the association between community services and quality of life, it is important to take into account not only the availability of services but also what services contribute most directly to quality of life and the elimination of community problems.
>
> It is a matter of nearly universal agreement, for example, that good health is an important dimension of quality of life.[3]

The Teach-Mobile Unit became a fact in the winter months after much planning and negotiating. It was decided that the project would use an interdisciplinary preventative-crisis intervention approach to the solution of health problems in Belcher's Quarters. Home economists (including nutritionists, consumer economists, human developmentalists, home economics educators, clothing specialists, and interior designers), social workers, senior nursing students from

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[3] Daryl Hobbs, "Quality of Life in the Rural Community," A Good Life for More People, 1971 Yearbook of Agriculture (Washington, D. C.: United States Government Printing Office, 1971), p. 148.

Tuskegee Institute, and environmentalists and nutritionists from the Tuscaloosa County Health Department were represented on the unit. These workers conducted a health status survey in the Belcher's Quarters area and in several public housing courts in the city. (A copy of the survey was not available to the project director at the time of the writing of this report.)

The long-range goal of the Teach-Mobile unit was to use the preventative philosophy to cure the problems of ill health, poverty, crime, et cetera via teaching the fundamentals of health and home economics to the residents of Belcher's Quarters.

As recognized by Hobbs:

> Health facilities and medical services are generally focused on cure of disease and restoration of health, which are necessary and important functions. However, if community health is the desired objective, greater gains could perhaps be made by adding services addressed to preventing disease.[4]

The results of the Teach-Mobile Unit in responding to health and/or other needs bore out the above statement. At the same time that the health status survey was taken, workers distributed samples and demonstrated the medical

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[4] Ibid., p. 149.

uses of tooth brushes and paste, soap, powdered milk, et cetera. Recipes, diet management, and consumer ideas were requested by the clients once rapport was established, thus creating many opportunities for practical educational experiences in the home.

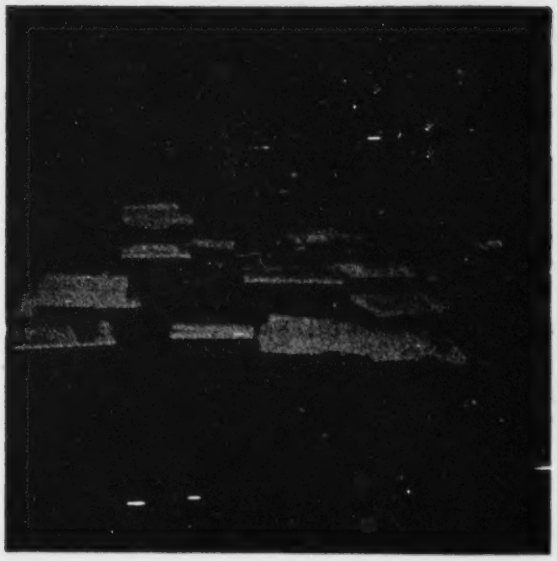

Fig. 18.--Teach-Mobile Team Conference

Burchinal and Hawkes stated that:

> The interview method yields a high percentage of co-operation due to the fact that most people are willing to cooperate. The information obtained in a personal interview will more likely be accurate than other forms of interview might yield. It affords an opportunity to observe home conditions, personal characteristics, and physical characteristics.[5]

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[5] L. G. Burchinal and G. R. Hawkes, "Home Interviews with Families," Journal of Home Economics, 1957, p. 167.

This latter opportunity was of special benefit to team members in helping to alleviate and solve family problems.

Programs designed for children and youth also played an important part in reaching the adults in the inner-city. A graduate assistant in Human Development and social work students provided activities for the various age groups of children and youth. These activities enabled the parents to participate in the programs at the Center and the children to expand and enrich their field of experiences.

In addition to the individual and group strategies employed in the community, many other adults were reached through the Soul City Bulletin and other staff-developed materials. These publications were mailed to all of the former and present residents as well as some of the residents in the Satellite areas.

Though many examples of reaching underprivileged families in this inner-city area could be given, the following is suggested as somewhat typical.

Twelve members of the K family occupied a five-bedroom apartment in one of the public housing units in Tuscaloosa. Mrs. K., who is head of the household, worked to support her seven children and four grandchildren.

Mr. K., who was seldom at home, suffered from a bleeding ulcer and alcoholism. The oldest daughter, B., had complete responsibility for caring for all of the younger children and managing the home while Mrs. K. was employed outside of the home. B. was always pleasant and willing to discuss the habits and management problems in the household. Mr. K., though not unfriendly to staff members, refused to discuss any problems with them.

The nutritional problems of the family seemed to be almost endless. With so little money and so many mouths to feed, there was just not enough food. On several occasions of visits to the house, there was no food in either cabinets or refrigerator.

The food for the family was also purchased by B. It was discovered that the K. family was not receiving the full amount of food stamps for eleven people. The teams working with the family had the case reviewed and the error was corrected.

Supplies and food were purchased at a grocery store near the community which caters chiefly to lower income people. B. bought food when food stamps were issued and many other times during the week. During the home visits, B. was encouraged to make and adhere to a shopping list;

shop for a week at one time; take advantage of specials and money-saving items; and shop without the children who influenced her to buy many snack items that offer little in food value.

Only two meals were prepared each day and snacks (mainly chocolate candy and cookies) were eaten several times during the day. The infant was fed a pre-mixed commercial formula.

Efforts were made during each home visit to teach B. how to improve the family's nutritional state, as well as to improve the total quality of life in this family. Evidences of progress are noted in the family's case record on file with project records.[6]

Objective Number Six

6. Enable the Residents to Vocalize Their Need for Adult Education

By centering the curriculum around the expressed interests of homemakers in order to encourage individual participation, some of the more active participants have vocalized a need for adult education. At the onset of the project in Belcher's Quarters, the residents were very

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[6] Editor's Note: B. was killed and her two children injured in an automobile accident only a few weeks after the conclusion of this Project.

noncommunicative and appeared apathetic toward most of the activities in the Community Living-Learning Center. Channels of communication were opened in various ways and parallel with findings of Gordon Webb, who expressed it as follows:

> The information "package" will have many segments--oral, visual, and written, for example. Each segment should seek to gain to the extent possible the advantages of man's oldest and most effective means of communication; that is, person-to-person, face-to-face exchange. We are influenced by many different stimuli. All the senses and emotions are involved in communication. For those reasons, communication is more productive when carried out where the new information or new methods are needed--in the pasture, the feedlot, the field, the woodlot, the home.[7]

The quality of life among the people was judged as substandard. They apparently had little or no capital; their skills were limited; broken families and irregular family life was evident; unemployment and chronic disease were evident in some families. Consequently, to find methods of motivating and encouraging initiative has meant a long, hard, uphill pull this year for the residents and the project staff. Through personal contact, organizing individual and group activities around needs and wants of the residents, providing supportive services and offering rewards and

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[7]Gordon Webb, "Communication, Bridge to a Better World," A Good Life for More People, 1971 Yearbook of Agriculture (Washington, D. C.: United States Government Printing Office, 1971), pp. 217-18.

praise for accomplishments, many adults expressed a need for educational experience in the area of communication skills, clothing, nutrition, health, housing, prenatal care, and employment opportunities. Those who were unable to attend adult basic education classes because of employment requested assignments and library books. Upon learning that the project was closing, some participants stated that they would be willing to pay for the continuation of classes because they were receiving "help in solving some of their daily living problems in an interesting way." One other person remarked, "Once they start in a good thing it never lasts." Many residents have made the initial steps in the change in their self-image and are involved in adult education to develop in their new roles. This is in line with Clinard's findings as follows:

> A commitment to change in self-identity, however, is difficult to make, for it requires some eradication of the former self. The contents of new social roles involving the display of initiative and decision-making and the throwing-off of attitudes of dependence on others must be learned. Those who have been accustomed to charity and to being regarded as "poor, unfortunate inhabitants" of the slums may consequently develop a feeling of independence, self-reliance, and a feeling of self worth. Commitment to a new identity may mean that former practices such as poor sanitation, deviant behavior, and a lack of interest in education may no longer

> fit a new image of respectability. The playing of new roles must be developed to fit a new image of the self.[8]

The usual types of classes one observes in schools did not appear to motivate many participants. Therefore, staff members were constantly alert for techniques which did encourage involvement and vocal expression.

One of the most successful, action-oriented teaching techniques was found to be simulation games. Staff members developed various types, as well as experimenting with some commercial ones. The ME-N-U game developed by the Rural Family Development project in Wisconsin was a favorite of the participants, particularly the women. Directions for commercially prepared games often had to be rewritten by staff members in order to be usable at the Community Living-Learning Center.

A staff project during the third year of the project was to refine and test the game ACHIEVE developed during the second year. A copy of the ACHIEVE game with directions and materials is on file in the office of the project officer, Dr. Emanuel Reiser, Division of Adult Education, Office of

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[8]Marshall B. Clinard, "The Role of Motivation and Self-Image in Social Change in Slum Areas," in Psychological Factors in Poverty, ed. by Vernon L. Allen (Chicago: Markham Publishing Company, 1970), p. 338.

Education, Department of Health, Education, and Welfare, Washington, D. C.

The game ACHIEVE was used in teaching problem-solving, specific home management skills, to evaluate progress of students, or simply to build up the self-worth or importance of a home manager. It provided experiences calling for decision, independence, and self-direction. Players were encouraged to interact and share ideas concerning the information needed to play the game. The game encouraged its players to view the role of the home manager as one of the most interesting, versatile, and exciting occupations because each problem is different and ingenuity is required to meet the various life situations and solve the problems. Choices of players varied because of their differences in experiences, resources, and values. The only way a player could completely fail in solving a problem was by making no choice at all. Players could drop out and re-enter the game when sufficient information had been secured to solve their problem. Problem cards were developed in all areas of family living and new cards made as needed to substantiate group experiences or individual learnings.

The game was developed on heavy, clear sheet plastic and regular 3 X 5 cards were used for problems and directions.

The objects used by the players to indicate their position in the game were miniature people models or objects to be found in the usual home, such as miniature food models or miniature home furnishing models.

Figure 19 is a scene at the Community Living-Learning Center with a small group involved in a game. The purpose of these games was to involve students in situations similar to which they faced, or would face in real life, and to give them experience in solving real problems. The games helped the participants interact with each other; increased their learnings; promoted their feeling of self-worth; helped them understand facts and skills; and helped them vocalize their problems and needs.

Fig. 19.--Games Encourage Verbal Communication

Home visits were another effective means of enabling the residents to vocalize about their needs. Many were more open on a one-to-one basis than in a group situation.

Recreation night for adults was established in order to bring people in the community close together and improve social functioning of the residents. This followed the adult basic education communications skills class on Tuesday evenings. Later in the year the staff, on recreation night, began to include regular discussion groups which incorporated common neighborhood and family problems. Attendance increased and some residents began to participate in the adult basic education co unication skills classes and/or the adult basic education homemaking skills classes in order to meet some of their needs for adult education.

Field trips served as another successful means of helping the adults vocalize their needs. Some of these were to events or programs on The University of Alabama campus, public offices or agencies, or city institutions and programs. Seventy-five attended a picnic on a farm in a nearby community.

Mary Brown is an example of one adult who became very vocal about her own need for adult education, as well as supportive of neighbors and friends who needed adult education experiences.

Mary Brown was a single, 43-year-old black woman who lived on one of the back alleys of Belcher's Quarters with her five children. She completed the seventh grade and dropped out of school because she was pregnant. She received Public Welfare Assistance and food stamps for her family. All of her resources appeared scarce.

Rapport was first established with Mary at the clothesline when members of the Soul City staff stopped to talk with her and told her she resembled the famous entertainer, Carol Channing. She later became involved in all of the educational activities in the Community Living-Learning Center and invited people from other areas to attend the classes. To alleviate some of the financial strain, she became part-time custodian in the Community Living-Learning Center.

Mary learned to speak out and express herself in meetings. For example, during a Consumer Education Class, she told the group about the problem she was having with her landlord and the local utility companies. A lawyer, from Legal Aid, was present during this class, and as a result of this discussion, provisions were made for her to borrow money to pay for utilities and later to move into public housing.

Objective Number Seven

7. Aid the Homemakers in Seeking New Avenues of Involvement with Outside Resources in the Solution of Their Problems

The project staff and volunteer students solicited many outside resources during the year. Most of the residents knew very few outside resources to call upon in time of trouble. Because of their experiences this year, many now have a better understanding of the alternatives and resources available to them in Tuscaloosa. Some of the agencies, organizations, and/or institutions with which residents were involved through the project during the year are as follows:

1. Friedman Public Library.

2. Tuscaloosa County Public Health Department.
   a. Prenatal Clinic.
   b. Immunization Clinic.
   c. Chronic Disease Clinic.
   d. Environmentalist.
   e. Nutritionist.

3. Teach-Mobile Unit.
   a. Nurses (Senior Students at Tuskegee Institute).
   b. Social Workers (School of Social Work Students at The University of Alabama).
   c. Home Economists (School of Home Economics Students at The University of Alabama).

4. Hale Memorial Hospital, Tuscaloosa.

5. Druid City Hospital, Tuscaloosa.

6. Alabama Crippled Children's Service.

7. Alabama Sight Conservation.

8. Lion's Club of Tuscaloosa.

9. Tuscaloosa County Department of Pensions and Security.

10. Day Care Center, Department of Psychology, The University of Alabama.

11. Local Physicians.

12. Volunteer Service Bureau of Tuscaloosa.

13. Tuscaloosa City Board of Education.
    a. School Nurse.
    b. Lunchroom Supervisor.

14. Tuscaloosa Opportunity Program.

15. Alcoholics Anonymous.

16. On Your Own Newsletter--a special project of Continuing Education in Home Economics at The University of Alabama.

17. United Methodist Church of Tuscaloosa.

18. Other Churches of the Area.

19. Planned Parenthood.

20. Vocational Rehabilitation Service.

21. Cooperative Extension Service.

22. Tuscaloosa Housing Authority.

23. Legal Aid Society.

24. Food Stamp Office of Tuscaloosa.

25. University of Alabama Volunteer Students from:
    Pre-medical program.
    Department of Home Management, Consumer Economics and Equipment.
    Department of Clothing, Textiles, and Design.
    Department of Foods, Nutrition, and Institution Management.
    Home Economics Education Program.
    Department of Human Development and Family Life.
    Special Education Program.
    School of Social Work.
    Department of Sociology.

26. Speech and Hearing Clinic, The University of Alabama.

27. Carpenter's Union, Tuscaloosa.

Friedman Library has provided a major resource for the Soul City Expanded Project by implementing its program and motivating its participants to take a useful place in society. The project, through the local library, received a $3,000 grant from the Alabama Public Library Service, plus in-kind support in the nature of released staff time to provide materials for the various aspects of the program. The extension of library services into this ghetto area supported every part of the project. One of the main objectives of this service was to serve as a pilot project for Alabama Public Library Service in determining some effective ways for public libraries to serve the disadvantaged.

Efforts were made to determine the types of books and library materials most effective with those reached by the project; demonstrate the value of library materials to this basically non-user group; and bridge the gap enabling individuals to take the next step beyond the specifically provided collection to the use of regular library facilities. A bibliography based on this experience will be produced this year by the Friedman Public Library.

Mrs. Bessie Sasser, Director of the Friedman Public Library, described the experience as follows:

> The value of library materials was demonstrated as the materials were incorporated into the living-learning experiences provided by the Center. Books on prenatal care were taken by home economics students and staff as they visited in the homes. Films on job application procedures were viewed by youth seeking jobs. Materials were used by participants for reference and ideas. They were consulted for practical purposes, for recipes, for quilting or stitchery patterns, for sewing hints, and Christmas giving. Progress was made in interesting the Soul City participants in books as resources. Children were interested in the books and records to be found at their Center.[9]

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[9] Bessie Sasser, "Evaluation Report for The Soul City Expanded Project," filed in the Office for Continuing Education in Home Economics, The University of Alabama, 1972.

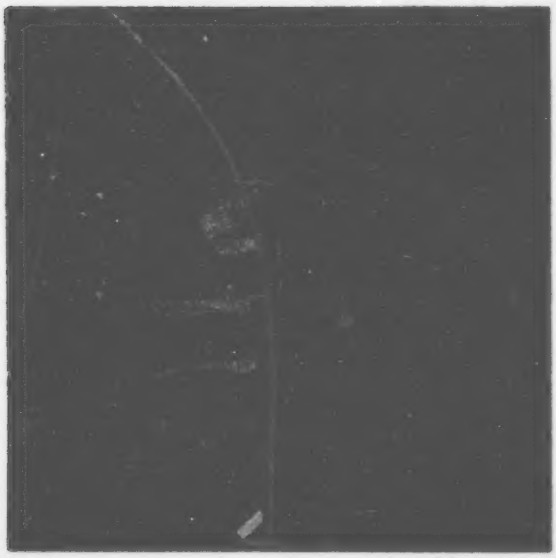

Fig. 20.--Library Center Was One of the Most Popular Areas for All Ages

Through improved education, child-rearing patterns, social acceptability, homemaking skills and employability, many homemakers have found a purpose for learning as well as practical solutions to some of their problems. For example, the neighborhood rummage sale provided practical experience in sorting and pricing garments, managing money, cooperating with other sales personnel, communicating with consumers, and accepting other responsibilities. Figure 21, page 75, depicts community participation in this event.

Physically handicapped homemakers also found new avenues of involvement. One 18-year-old paraplegic found that some of the conditions of deprivation, defeat, and despair could be alleviated in her life. She was trapped in a small, crowded house with little hope of getting

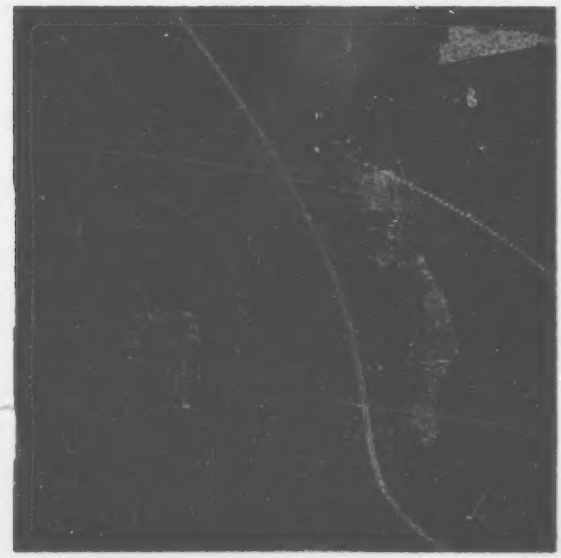

Fig. 21.--Neighborhood Rummage Sale at Community Living-Learning Center

outside in her wheelchair. The project team began visiting, carrying books, teaching her sewing skills, and helping her with health and cleanliness problems. On many occasions the team members lifted her into a car and carried her to the Community Living-Learning Center to enjoy various educational experiences. As a result of her involvement, she has improved her reading and sewing skills; moved into a subsidized house, with a ramp for her wheelchair; has applied for intelligence and personality tests in The University of Alabama Psychological Clinic; and has hopes of receiving training from the Vocational Rehabilitation Service.

Another woman, a divorcee, and her four children have also found new avenues in solving their many problems.

Her speech and hearing difficulties complicated the many other problems associated with poverty. She had difficulty in shopping for food and clothing as well as managing her home. Her small children had very few contacts with the outside world and were not learning to verbally communicate. Through the project staff in the Community Living-Learning Center she has improved her management skills by learning to sew for her family and learning to plan, shop and prepare economical, well-balanced meals. The quality of life for her and her family was greatly improved when she started receiving food stamps and moved into public housing. In an effort to solve some of the communication problems, she has enrolled in the Speech and Hearing Clinic at The University of Alabama and her two small children have been enrolled in a Day Care Center.

PROJECT EVALUATION

Increasing attention has been devoted to the problems of the undereducated adult. This field of education is a complex subject-area with growing amounts of pertinent data being produced both by research and special experimental demonstration projects. Understandably, a variety of viewpoints exist among practicing educators as well as among scholars. The viewpoints expressed herein are not presented as dogma but rather as the result of one special experimental demonstration project--the Soul City Expanded Project for Adult Involvement. Comments of participants and staff are on file in the Office of Continuing Education in Home Economics, The University of Alabama.

At the conclusion of the three-year project, it is believed that the combination of professional know-how and paraprofessional advice have greatly increased the adult basic education impact on the specific areas of Tuscaloosa where Community Living-Learning Centers were established and where Satellite Programs were developed.

In addition to continuous evaluation of the project through weekly staff conferences, the final evaluation of

the project was accomplished through three channels--the Project Advisory Committee, the Project Staff, and the persons participating in the project.

Weekly Staff Conferences

Weekly staff conferences provided the team members an opportunity to discuss the problems of each family, the possible alternatives available and how the team could offer suggestions for family decision-making. The team approach included both "crisis intervention" and education or prevention of crises.

Such conferences also provided an opportunity to evaluate the contributions of or weaknesses apparent in the work of volunteers. In return, the volunteer students of The University of Alabama had an opportunity to learn about some of the processes involved in community action through team cooperation, to learn how to work with low income homemakers, and to impart basic adult or remedial education to them whenever possible.

One of the nutrition students wrote the following summary evaluation following her experience in the project:

> The experience of working in the Hay Court Community was beneficial in many ways. It served as a small scale model of the work in which a community nutritionist may be involved, and

offered a great opportunity for learning how to meet this type situation.

One of the most important facts learned was how to accept and respect cultural patterns which differ from the familiar ones. In order to communicate with people on their level, it was necessary first to realize that their customs and traditions, even though they may seem strange, are just as important and integral to their lives as our customs are to us.

Another concept gained was that of sincerity in dealing with others in order to gain their confidence and acceptance. A casual, friendly and honest attitude promoted good relationships much faster than a stilted, haughty, or condescending one.

The technique involved in interviewing and questioning quickly became apparent, and it was easy to understand that a slow, patient, simple and direct approach was most conducive to a good learning atmosphere. This was especially important among people whose educational level did not match ours, because it put them at ease and promoted responsiveness on their part.

Team effort offered the opportunity for giving more complete health care to members. It imposed the responsibility of sharing knowledge and presented the advantage of learning from others' knowledge. The recipients of team-oriented health care programs benefited because they received attention to a wide variety of problems instead of to a narrow area.

Gained also was a serious and needed appreciation of the fact that there are very poorly fed people in our own community. Hunger and nutritional inadequacies are not remote problems faced only by the people of distant lands, but are very real problems faced by very near fellow citizens. They are problems which cannot be ignored simply because they are not shared by us.

Project Advisory Committee

Each member of the Project Advisory Committee was invited to conduct an evaluation of the project, prepare, and submit a report to the project director. Only three members submitted reports.

One member wrote that:

> It is my opinion that this program is meeting many needs of the individuals and families who have participated and are participating in its program. Staff and students working within the project have used knowledge of the clientele, ingenuity, and imagination in developing a program of activities and services geared to the needs of low income families and children.
>
> I regret that this project was not refunded. I sincerely hope that a way can be devised for the program to continue to operate.

Another member of the committee wrote that he regretted to hear that the project was not refunded because it was greatly needed and he had enjoyed being a part of it. He further stated:

> The project has impressed me mainly in its apparent growing appeal to residents and in its opportunities for training.
>
> It has offered to meet basic educational and recreational needs and has found acceptance in the communities as providing valid services.
>
> It has provided students with a structure for direct services with underprivileged clients.
>
> I feel that the work of the project has been carried out with integrity and enthusiasm and has been of significant value in the past year.

The Director of Friedman Library, in her evaluation, stated that they needed a second year in order to fully realize their goals for working cooperatively in the project. She stated:

> The year began with limited participation as a small part of the Library's overall program. One quarter was gone before the Library was aware that funds for an expanded program would be available. It was even longer before the funds were actually received.
>
> This gave the Library a period in which to try out material in its existing collection and to get the feel of the program.
>
> There was not enough time to use all the new material to its best advantage.
>
> The Library does plan to produce bibliographies based on this experience, reinforced, where needed, by experimentation in other outlets.
>
> The value of library materials was demonstrated as the materials were incorporated into the living-learning experience provided by the Center.

Another evidence of the public library's value to the project is described in the report as follows:

> Children were interested in the books and records to be found at their Center. Some would wait around when they knew that new books were to be delivered.
>
> They were also interested in going with the Soul City story teller to the Weaver Branch Library about one block away. Soul City story tellers conferred regularly with the children's librarian at the main library regarding selection of story and film. Weaver Branch staff assisted with the children as stories, discussions, role playing, puppet shows and film strips were presented. The program extended

for 19 sessions July-August 1971 and 24 sessions January-May, 1972. The current story teller plans to continue as a volunteer for the summer.

Other committee members made oral statements evaluating the project but these are not included because they were not submitted as evaluation reports.

Project Staff

Project staff members were asked by the director to evaluate the program. The following questions were provided to guide them in this evaluation:

1. What attitudes did the participants develop toward the program?
2. To what extent did we reach our target audience?
3. What learning took place?
4. Was behavior affected by the program?
5. Is the cost of the program justified by the results?
6. What elements need to be adjusted or changed?
7. Can the program be effectively replicated?
8. What recommendations should be made as a result of this special demonstration project?

Though the staff members did not follow the suggested

questions as an outline for the final evaluation report, the consensus of the staff was that: the majority of the participants had a healthy attitude toward the project; the project involved a majority of the adult women in the community and was beginning to involve more men; learning by adults involved in the project was evident as adults discovered that there were routes other than being a slave or hustler, as goals such as self-determination or status became attractive to them, and as they realized that actions such as work and studying were steps which paid off; and behavior changed as participants began to see themselves as people not locked into one fixed negative or limited identity, but as having potential for being a person different from what he was at the point of entrance into the program.

Further evidence of behavior change and learning was seen as participants became more willing and able to endure the anxiety, suspense, disappointment, and humiliation of experimenting with new behavior.

The staff was positive in its reaction to the question on replication because replication would permit refinement of various aspects of the program. It would also lead to more exact identification and understanding of

significant elements. Operationalization of these elements in the form of programmatic interventions could then be made with greater confidence.

Recommendations made by the staff will be discussed in the final chapter on conclusions and recommendations.

Project Participant Evaluation

Two types of evaluation by the participants in the program were utilized--an interview by a staff member using a staff-developed interview schedule, and follow-up letters.

Letters were mailed to 109 participants whose correct addresses were available stating that a staff member would like to visit on a named date and talk with them about the activities in which they were or had been involved. Fourteen letters were returned because of insufficient address, the addressee was unknown, or the addressee had moved and left no forwarding address. Home visits were made by the project staff. Only one visit was made to each home; consequently, some of the employed participants who had shown much progress are not included. All participants who were at home responded to the knock at the door and took time to discuss the project and answer questions--a feat which would not have been accomplished

during the early stages of the project. Sixty-six of the visits were fruitful. This is a return of approximately 70 per cent.

Interview Schedule Tabulations

To the question on how often the person used his reading skills, participants ranked paying bills and shopping for food, clothing, and supplies above applying for credit and filling out applications. This could be construed to indicate that more attention is given to immediate decisions on money management than long-range goals.

A relatively large number of adults ranked "reading your child's school report" and "reading stories to your children" as important. This could indicate additional evidence of improved child rearing practices and family relationships.

Ranked lowest in use of reading skills were using a recipe and a pattern guide sheet.

To question two, a majority responded that because of the project they had moved and/or improved their home environment. A large number reported that they had tried new recipes and foods and had begun sewing for the family.

Interviewers reported they noticed improved personal appearances on the part of most of the participants.

Seventeen responded that they had begun jobs during the past three years as a result of the project. The types of jobs were described as follows: Maid--6, Custodian--3, Laborer--2, Domestic--1, Secretary--1, Teacher Aide--1, Dishwasher--1, Cook--1, and Community Worker--1.

Question four relating to child care, health, and nutrition was poorly constructed and yielded little valuable information.

Question five ranked the supportive services received through the Community Living-Learning Center. The ranking was as follows, from highest to lowest: welfare, food stamps, better housing, health, library, birth control or planned parenthood, social security, and rehabilitation.

Follow-Up Letters

The second type of participant evaluation utilized a projective measure. The letters which were sent to the participants announcing the proposed visit invited them to write us a letter describing their memories of the project

and their present social adjustment. They were classified in terms of three affective categories: positive, negative, or neutral. The definition of each classification follows:

Positive: expressions of pleasant memories, fun, benefit derived, or the staff will be missed.

Negative: expressions of displeasure, statements denying the value of the program, or hostile demands for explanations of the project's purpose.

Neutral: mere recitals of recalled activities, without statements implying approval or disapproval.

Twenty-four of the sixty-six participants had letters written to give to the interviewer. Only two of these had been written from oral statements by the participant--another feat which could not have been accomplished by most of these people three years ago. No letters were classified as negative. One was classified as neutral. Twenty-three were classified as positive.

A typical letter follows:

"Dear Staff,

"I want you to know how sad I am about the closing of the project.

"I have really enjoyed you working with me. I also will miss your visiting with me in my home, with different ideas, and anything to help us in the home. My entire family enjoyed it. And was so much disappointed about it coming to an end.

"About the sewing classes. It had become a part of my daily work. But now I feel somewhat lost without it. I was learning lots about sewing and machines. Many of us was beginners. And didn't know anything about machines. I liked the way you taught us words and helped us read better and even math in sewing class! So you can see how much we need your aid. And why would such an opportunity that means so much to us, will have to be taken away? Next year I wanted to add the communication skills class to my activity.

"We would like very much to have our program continued. With prayers and hopes that God will help us to continue.

"With Love,"

CONCLUSIONS AND RECOMMENDATIONS

This section of the report will present, first, the conclusions reached by the project staff following three years of operation. Secondly, based on the results in the project and the needs of the residents of the area, recommendations of the staff are recorded.

Conclusions

The staff expressed strong support for the nine conclusions expressed in the annual report following the second year of operation (Volume IV of the Soul City Reports, September, 1971). They further concluded that:

1. In this group of functionally illiterate adults, there was a rejection of institutionalized adult education, which supports the individualized and personalized instruction of the Soul City Project as being more effective.
2. The Soul City Project has been a strong factor in raising the expectations of this disadvantaged group, and it has been a tool in meeting some of these new expectations. It helped to create a

desire for self-fulfillment as well as a recognition of the need for educational experiences.

3. The attitudes of the professional worker toward the poor often determines the quality of services he delivers to this group.
4. Results of experimental projects, such as the Soul City Project, resist neat packaging and are practically impossible to document. They are things like images and models and they may become the most important effect of all.
5. Most adult education classes deal with academics, but our participants needed far more; therefore, alternative ways of delivering adult education are needed.
6. Coordination of agencies which deliver services to the adult is needed.
7. The curriculum for adult basic education programs should grow out of the needs and experiences of the learner and contribute to his self-development and to the improvement of the quality of life for his family.

8. The Soul City Project was much more than a literacy program because it recognized that the development of practical living or homemaking skills were just as important as improvement of basic skills.

Recommendations

The project staff recommended that:

1. The Community Living-Learning Center program be extended for another year in order to make secure the progress that has been realized by program participants, aid in preventing the occurrence of regression, and offer further opportunity to test the methods of instruction.
2. Satellite programs be strengthened and expanded, through the multidisciplinary team effort, to three public housing projects where space and facilities are available at no extra cost.
3. Two Satellite programs in other areas of Alabama, namely Uniontown and Dothan, be established.
4. The Teach-Mobile unit with crisis intervention, organized teaching programs, and home visitation be continued.

5. Cooperation with the Alabama Public Library Service in their emphasis on "reaching out to serve the disadvantaged" be enlarged.
6. The opportunities for University of Alabama students through field work assignments, credited field work class projects, and volunteer participation be continued.
7. A simply stated, descriptive document which elaborates the findings that would be applicable to other educators in all sections of the country be prepared.

In retrospect, these three years have been filled with excitement and frustration. The excitement has come as staff observed progress in individual participants and viewed improved living conditions for the people. It was further created as staff members grew in their own understanding and developed professionally. The frustrations came from the limits of time and resources which limited the scope of the project. The project has been valuable to all involved and worth the effort it required.